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| (a) In the area of art-making:  (1 Demonstrate a variety of techniques and processes in each of the following art forms:  a. Two-dimensional;  b. Three-dimensional;  c. Electronic media; and  d. Crafts;  (2) Develop a personal iconography using different media, styles, and forms of expression, as evidenced by a personal portfolio of artwork that displays a range of media, techniques, artistic processes, ideas, and genres;  (3) Demonstration of advanced proficiency in at least one visual medium, as evidenced by a personal portfolio of exemplary work;  (4) Identify, describe, and apply the elements of visual art, including color, shape, form, space, line, value, and texture, in the creation and analysis of art;  (5) Identify, describe, and apply the principles of design, including balance, unity and rhythm, in the creation and analysis of art;  (6) Select and apply a range of subject matter, symbols, and ideas to art making; and  (7) Display and exhibit artwork;  (b) In the area of history and culture:  (1) Knowledge of the relationships among art-making, culture, and history;  (2) Research, analyze, and communicate diverse cultural and historical contexts surrounding works of art, including, but not limited to artworks from:  a. Popular culture,  b. Folk culture;  c. Indigenous culture; and  d. Other cultural groups; and  (3) Ability to recognize and understand, by research, conjecture, and observation, the content and purpose of:  a. Self-expression, or art-making to oneself; and  b. Art-making to others;  (c) In the area of responding to art:  (1) Make meaningful interpretations and judgments about the candidate’s own artworks and the works of other artists, using a variety of aesthetic lenses;  (2) Recognition that informed discussion of art is an essential component of visual art education;  (3 Analyze, interpret, and critically evaluate art; and  (4) Articulate a personal philosophy toward creating art;  (d) In the area of making connections involving art:  (1) Understand that creating in the arts is a life-long human endeavor and that the arts impact daily life as an expression of the human spirit;  (2) Experience other art forms and relate them to visual art as well as to disciplines outside the arts;  (3) Understand the various roles that artists have assumed throughout history as well as in contemporary life; and  (4) Identify a range of visual arts career options;    (**E) In the area of pedagogy:**  (1 Teach a variety of developmentally appropriate media, materials and processes as well as related techniques and tools for art production from exploration to mastery;  (2) Guide student development in the creative process of observing, imagining, visualizing, transforming, and synthesizing their thoughts and ideas into artworks;  (3) Guide students in selecting and applying the expressive, representational, and symbolic characteristics of the visual language to express meaning in artwork.  (4) Facilitate student verbal and non-verbal communication around artistic interpretation, aesthetic values, and informed judgment in the context of their own art-making and artwork, and the artwork of others;  (5) Use current technologies and multimedia to  a. research, plan and prepare instruction  b. deliver instruction  c. provide opportunities for art students to create, present and respond  (6) Instruct students in art content such as elements and principles of design, historical connections and relevant vocabulary.  (7) Assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise visual art learning experiences to meet assessed needs.  (8) Model and instruct students regarding the proper care, safety and use associated with art-making materials, tools, and processes;  (9) Apply knowledge and understanding of artistic, aesthetic and human development to the teaching and learning process;  **(F) In the area of curriculum and assessment:**  *(1) Design and advocate for a comprehensive K-12 visual art program that:*  a. Facilitates the development of artistic skill, creative processes and aesthetic understanding sequentially over time;  b. Is consistent with RSA 193-C: 3, III (The New Hampshire Curriculum Frameworks for the Arts);  c. Includes a variety of visual art learning materials and media appropriate to the diverse needs, interests, and capacities of all students;  d. Includes opportunities and resources available beyond the visual art classroom; (eg.) museums, galleries, artist studios, community artists, recognition programs,  e. Can be made available, through modification and accommodation, to all students;  f. Integrates art history and global art into the visual art curriculum; and  g. Includes planning and implementation of lessons that connect thinking skills, concepts, and themes among the visual arts and other disciplines.  *(2)Develop and apply multiple formal and informal strategies specific to visual art to:*  a. Continually assess individual and group learning competencies through a variety of assessment methods; and  b. Communicate students’ progress and achievement in multiple forms to the learner, family and other stakeholders~~.~~  *(3) In the area of visual art career development:*  a. Introduce students to a variety of career options;  b. Assist students in investigating career options; and  c. Guide students in the creation of their personal and professional portfolios, when appropriate. |  |
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